



Jonesville Elementary

514 Alman Street
Jonesville, SC 29353

Grades	PK-6 Elementary School	
Enrollment	400 Students	
Principal	Floyd Lyles	864-674-5518
Superintendent	Dr. David L. Eubanks	864-429-1740
Board Chair	Dr. Wanda R. All	864-429-0746

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	Good
2006	Below Average	At-Risk
2005	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

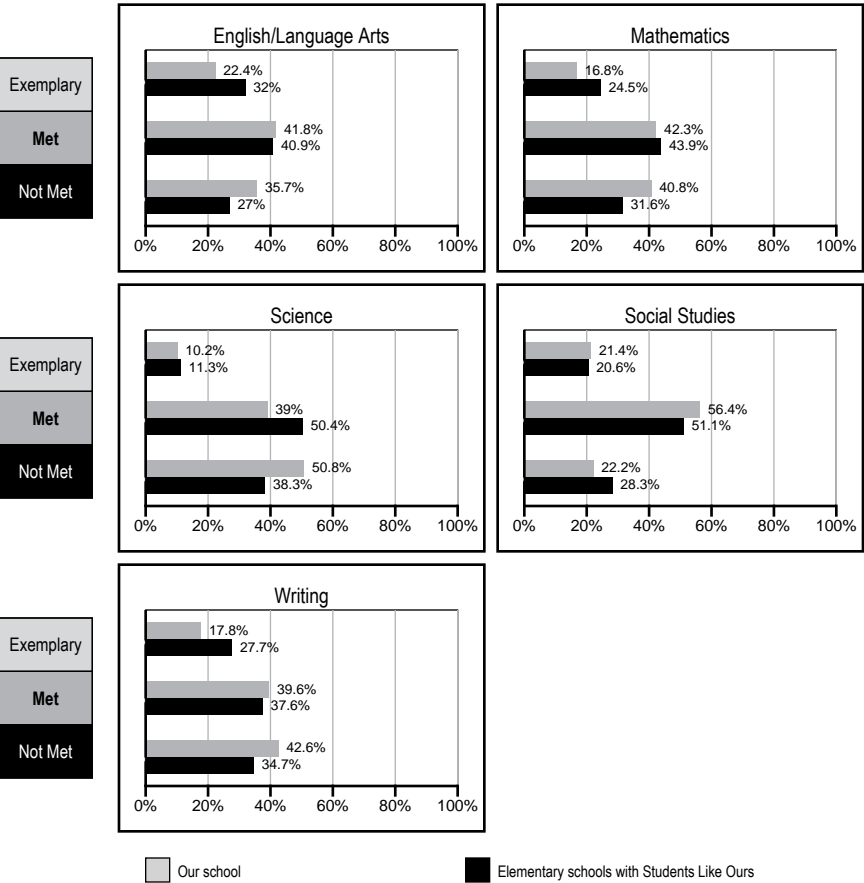
97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	11	88	13	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=400)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.0%	Up from 2.4%	2.5%	1.9%
Attendance rate	95.7%	Up from 95.5%	96.1%	96.3%
Eligible for gifted and talented	7.1%	Down from 9.1%	7.5%	10.0%
With disabilities other than speech	10.7%	Down from 11.7%	8.9%	7.7%
Older than usual for grade	0.6%	Down from 1.3%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	57.7%	Down from 70.4%	58.7%	59.4%
Continuing contract teachers	84.6%	Down from 92.6%	82.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.6%	Down from 91.4%	86.5%	85.9%
Teacher attendance rate	94.1%	Up from 93.8%	95.0%	95.1%
Average teacher salary*	\$45,847	Down 2.7%	\$46,877	\$47,149
Professional development days/teacher	4.9 days	Down from 8.6 days	12.0 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	14.6 to 1	Down from 19.0 to 1	18.5 to 1	18.8 to 1
Prime instructional time	89.3%	Up from 88.2%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,515	Up 2.1%	\$7,342	\$7,458
Percent of expenditures for instruction**	65.6%	Down from 65.7%	68.5%	68.8%
Percent of expenditures for teacher salaries**	62.8%	Down from 63.4%	61.1%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Jonesville Elementary School is a culturally diverse, rural school located within the Town of Jonesville. As a hub in the community, our school serves 405 students in preschool through sixth grade and delivers challenging and meaningful instruction from highly qualified teachers.

Using a variety of programs and instructional strategies, instruction is centered on a district curriculum which is based on the S.C. Learner Standards. Along with the regular curriculum, students at JES receive weekly instruction in Art, Music, PE, Library, Computer Literacy, and Guidance. Beginning in the fall of 2008, Spanish was added to our curriculum. In addition, JES fifth and sixth grade students were given the opportunity to participate in a Strings or Band class. The addition of the Spanish and Strings classes was met with excitement and anticipation by both the students and the parents.

Our teachers continued ongoing professional development through study groups based on the SC Reading Initiative. We encouraged student academic excellence by offering Honors Math and Science classes, Academic Challenge Teams, membership in the National Jr. Beta Club, a school-wide science fair, the use of Odyssey and the Accelerated Reader program.

JES focuses on character and career education in our school and community and both are supported through our guidance curriculum. In an effort to promote positive behavior and values, the Jonesville Elementary School Gentlemen's Club and the Jonesville Elementary School Girls Step team were implemented during the 2008-09 school year. These students enjoyed extra incentives such as field trips to the Charlotte Bobcats basketball games and performing at Relay for Life events.

Jonesville Elementary School is very proud of a dedicated core of parents and faculty members who are active in our SIC and PTO. With their help, JES offered many opportunities for families to share in the school culture. Among those offered were Fall and Spring Open House Dinners, Veterans' Recognition Dinner, Fine Arts Night, Math and Science Fun Night, Relay for Life, Remembrance Night, and the annual Christmas play and musical.

In August of 2009, Jonesville Elementary School and Jonesville Middle School will merge to form the new Jonesville Elementary/Middle School K-8. All stakeholders are excited about the opportunities that will be offered as a result of the advanced technology that will be integrated throughout the new state-of-the-art school. Our challenge is to empower children to achieve their potential in a diverse, safe, innovative, and caring environment while preparing them to be lifelong learners and productive members of our community.

Floyd Lyles, Principal
Amy Worthy, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	58	38
Percent satisfied with learning environment	91.3%	73.7%	91.9%
Percent satisfied with social and physical environment	100.0%	81.0%	81.6%
Percent satisfied with school-home relations	82.6%	79.3%	92.1%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

YES

This school met 19 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

CSI-DELAY

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%*	Yes

* Or greater than last year

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PASS Performance By Group										
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	206	100	35.7	41.8	22.4	80.1	78.2	82.8	Yes	Yes
Gender										
Male	104	100	40.8	37.8	21.4	75.5	75.5	79.3	N/A	N/A
Female	102	100	30.6	45.9	23.5	84.7	80.9	86.5	N/A	N/A
Racial/Ethnic Group										
White	128	100	32.3	40.3	27.4	81.5	83.7	89.5	Yes	Yes
African American	75	100	43.5	43.5	13	76.8	69.5	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	80	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	40	100	64.1	28.2	7.7	53.8	52.5	52	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	75	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	133	100	40.8	44	15.2	77.6	73.7	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	206	100	40.8	42.3	16.8	74.5	77.2	78.9	Yes	Yes
Gender										
Male	104	100	42.9	38.8	18.4	73.5	76.8	77	N/A	N/A
Female	102	100	38.8	45.9	15.3	75.5	77.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	128	100	36.3	42.7	21	79	82.1	87.2	Yes	Yes
African American	75	100	49.3	42	8.7	65.2	69	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	86.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	40	100	59	35.9	5.1	59	51.5	45.5	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	83.3	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	133	100	47.2	42.4	10.4	69.6	72.1	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	123	100	50.8	39	10.2	49.2	61.9	67.5
Gender								
Male	62	100	51.7	41.7	6.7	48.3	63.3	67
Female	61	100	50	36.2	13.8	50	60.5	68
Racial/Ethnic Group								
White	78	100	47.4	36.8	15.8	52.6	70.5	79.5
African American	44	100	N/AV	N/AV	N/AV	41.5	47.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	26	100	N/AV	N/AV	N/AV	20	34	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status								
Subsided meals	74	100	54.9	40.8	4.2	45.1	55.4	55.1

Social Studies

All Students	124	100	22.2	56.4	21.4	77.8	67.1	72.3
Gender								
Male	66	100	26.7	48.3	25	73.3	68.8	71.5
Female	58	100	17.5	64.9	17.5	82.5	65.2	73.2
Racial/Ethnic Group								
White	82	100	20.5	55.1	24.4	79.5	72.7	80.7
African American	40	100	27	59.5	13.5	73	57.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	81.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	19	100	38.9	50	11.1	61.1	41.3	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status								
Subsided meals	80	100	25.7	60.8	13.5	74.3	61.7	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	205	100	42.6	39.6	17.8	57.4	61.1	70.2	95.7	95.6
Gender										
Male	103	100	54.5	34.3	11.1	45.5	55.5	63.2	95.7	95.5
Female	102	100	30.6	44.9	24.5	69.4	67	77.5	95.7	95.7
Racial/Ethnic Group										
White	129	100	39.5	37.9	22.6	60.5	68.4	79.1	95	95
African American	73	100	50	41.4	8.6	50	49.4	57.6	96.8	96.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	N/A	96.2
Hispanic	3	I/S	I/S	I/S	I/S	I/S	73.3	62.6	97.8	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	96
Disability Status										
Disabled	43	100	85.7	7.1	7.1	14.3	19.1	26.1	95.2	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	75	61.2	98.7	97.3
Socio-Economic Status										
Subsidized meals	132	100	50.4	36	13.6	49.6	53.1	58.9	95.6	95.2

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	58	100	27.3	38.2	34.5	72.7
	4	41	100	41	33.3	25.6	59
	5	49	100	36.2	42.6	21.3	63.8
	6	58	100	40	50.9	9.1	60
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	58	100	40	47.3	12.7	60
	4	41	100	20.5	33.3	46.2	79.5
	5	49	100	46.8	46.8	6.4	53.2
	6	58	100	50.9	40	9.1	49.1
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	28	100	59.3	33.3	7.4	40.7
	4	41	100	38.5	41	20.5	61.5
	5	25	100	N/AV	N/AV	N/AV	48
	6	29	100	59.3	33.3	7.4	40.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	30	100	21.4	50	28.6	78.6
	4	41	100	10.3	53.8	35.9	89.7
	5	24	100	36.4	59.1	4.5	63.6
	6	29	100	28.6	64.3	7.1	71.4
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	58	100	40	30.9	29.1	60
	4	41	100	41	35.9	23.1	59
	5	50	100	35.4	54.2	10.4	64.6
	6	56	100	52.7	38.2	9.1	47.3
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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